

# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

## School Results

**School:** King Middle School

**District:** Portland Public Schools

**Code:** 1134-1353



# Fall 2011 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2011-2012

### Grade Level Summary Report

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	174			521			13,870			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	168	171		502	506		13,494	13,500		97	98		96	97		97	97	
With an approved accommodation	63	67		120	124		2,483	2,493		38	39		24	25		18	18	
Current LEP Students	41	44		139	143		388	400		24	26		28	28		3	3	
With an approved accommodation	33	37		58	63		167	182		80	84		42	44		43	46	
IEP Students	36	36		85	84		2,222	2,217		21	21		17	17		16	16	
With an approved accommodation	30	30		70	69		1,852	1,854		83	83		82	82		83	84	
Students not tested in NECAP	6	3		19	15		376	370		3	2		4	3		3	3	
State Approved	4	1		11	9		288	284		67	33		58	60		77	77	
Alternate Assessment	1	1		7	8		254	257		25	100		64	89		88	90	
First Year LEP	3	0		4	0		9	0		75	0		36	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	1		25	27		0	0		0	11		9	10	
Other	2	2		8	6		88	86		33	67		42	40		23	23	

### NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	174	4	2	168	40	24	72	43	33	20	23	14	646	502	23	44	19	14	646	13,494	17	55	20	8	647
MATH	174	1	2	171	29	17	68	40	24	14	50	29	641	506	16	36	17	31	640	13,500	22	43	17	18	644
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2011-2012

### Reading Results

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

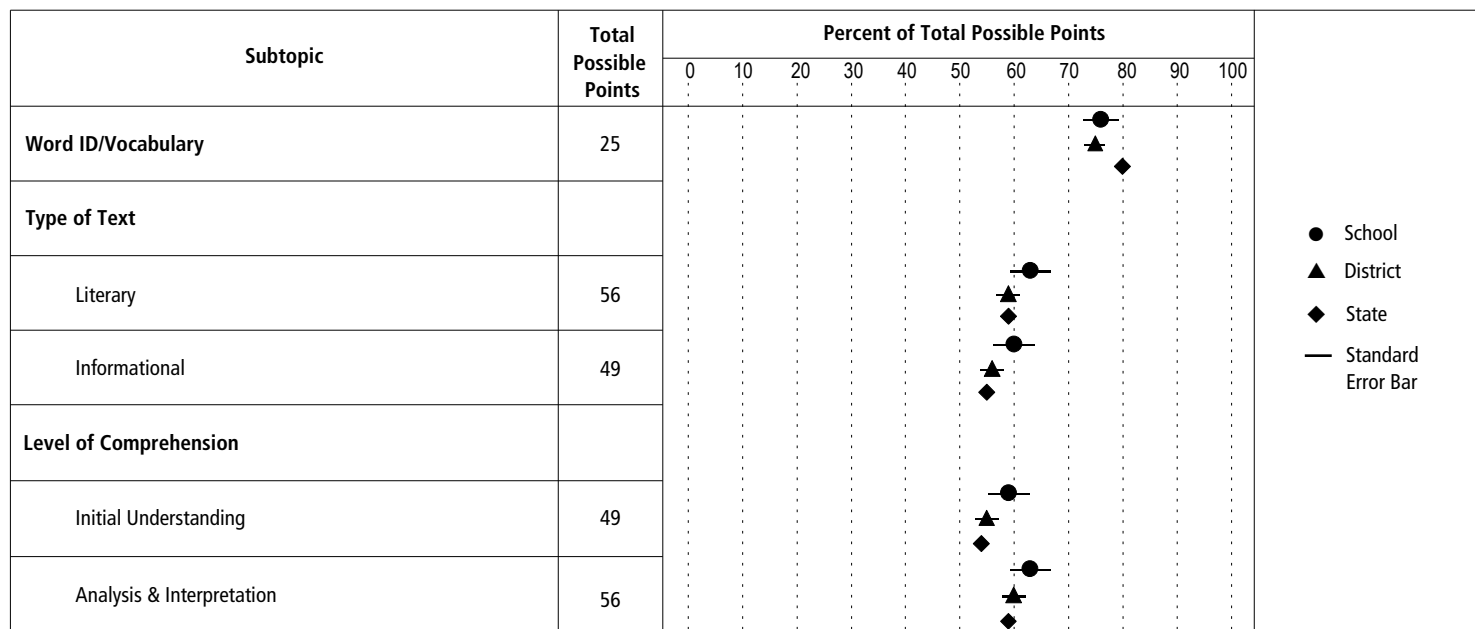
(Scaled Score 629–639)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	181	2	10	169	33	20	85	50	33	20	18	11	647
2010-11	188	8	1	179	50	28	89	50	28	16	12	7	650
2011-12	174	4	2	168	40	24	72	43	33	20	23	14	646
Cumulative Total	543	14	13	516	123	24	246	48	94	18	53	10	648
<b>District</b>													
2009-10	515	6	14	495	66	13	265	54	99	20	65	13	645
2010-11	475	21	6	448	87	19	230	51	88	20	43	10	647
2011-12	521	11	8	502	114	23	221	44	96	19	71	14	646
Cumulative Total	1,511	38	28	1,445	267	18	716	50	283	20	179	12	646
<b>State</b>													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total	42,171	766	306	41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





# Fall 2011 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2011-2012

### Disaggregated Reading Results

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	174	4	2	168	40	24	72	43	33	20	23	14	646	502	23	44	19	14	646	13,494	17	55	20	8	647
Gender																									
Male	88	2	0	86	14	16	45	52	17	20	10	12	645	255	16	49	21	14	644	6,871	11	55	24	10	644
Female	86	2	2	82	26	32	27	33	16	20	13	16	648	247	30	39	17	14	648	6,623	24	54	17	5	649
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	17	0	0	17	4	24	10	59	1	6	2	12	650	36	14	56	8	22	645	189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						102	18	44	27	11	644
Asian	8	0	0	8										37	8	51	24	16	642	204	25	49	17	9	649
Black or African American	43	3	2	38	1	3	14	37	11	29	12	32	635	112	8	35	27	30	636	391	7	40	25	27	638
Native Hawaiian or Pacific Islander	0	0	0	0										1					636	19	21	63	16	0	649
White	102	1	0	101	34	34	40	40	19	19	8	8	650	304	31	45	17	7	650	12,436	18	55	20	7	647
Two or more races	4	0	0	4										12	33	50	8	8	651	153	14	56	22	9	645
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	47	4	2	41	1	2	13	32	11	27	16	39	633	139	4	33	29	34	635	388	4	34	32	30	635
Former LEP student - monitoring year 1	3	0	0	3										11	27	73	0	0	655	38	26	74	0	0	655
Former LEP student - monitoring year 2	2	0	0	2										4						13	15	85	0	0	650
All Other Students	122	0	0	122	39	32	54	44	22	18	7	6	650	348	30	47	16	7	650	13,055	18	55	20	7	647
IEP																									
Students with an IEP	39	1	2	36	0	0	8	22	17	47	11	31	632	85	1	21	36	41	631	2,222	1	26	42	30	634
All Other Students	135	3	0	132	40	30	64	48	16	12	12	9	650	417	27	49	16	9	649	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students	97	4	2	91	6	7	37	41	27	30	21	23	638	271	7	41	30	22	639	6,146	9	51	27	12	643
All Other Students	77	0	0	77	34	44	35	45	6	8	2	3	655	231	41	48	6	5	654	7,348	24	58	14	4	650
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	174	4	2	168	40	24	72	43	33	20	23	14	646	502	23	44	19	14	646	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services	91	1	2	88	16	18	37	42	18	20	17	19	643	227	15	40	24	21	642	2,374	6	48	35	12	641
All Other Students	83	3	0	80	24	30	35	44	15	19	6	8	650	275	29	48	15	8	649	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan	4	0	0	4										12	17	58	8	17	644	335	12	62	21	4	646
All Other Students	170	4	2	164	39	24	69	42	33	20	23	14	646	490	23	44	19	14	646	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2011-2012

# Mathematics Results

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

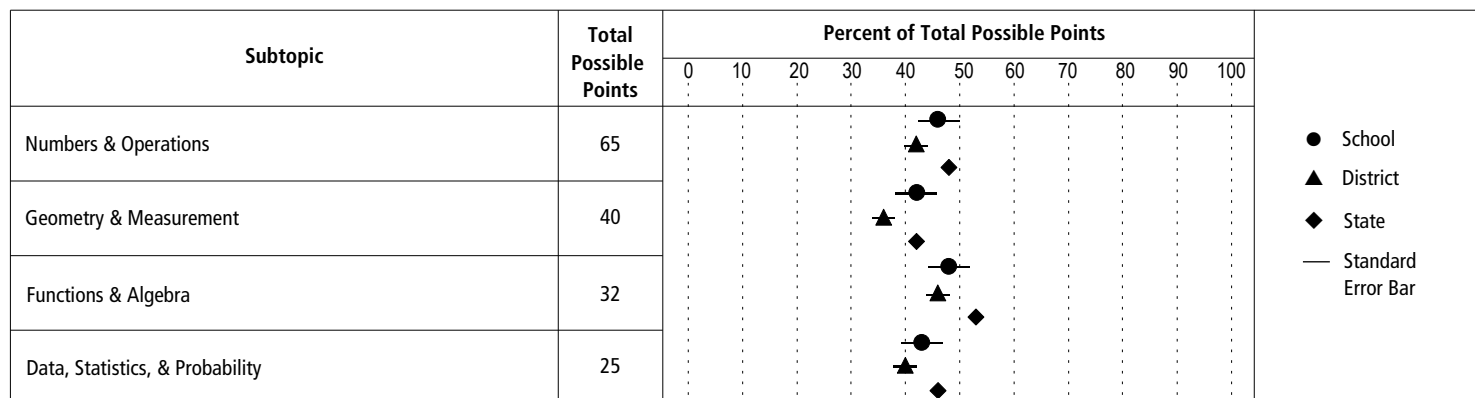
(Scaled Score 633–639)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	181	1	7	173	46	27	62	36	28	16	37	21	643
2010-11	188	1	1	186	35	19	81	44	30	16	40	22	642
2011-12	174	1	2	171	29	17	68	40	24	14	50	29	641
Cumulative Total	543	3	10	530	110	21	211	40	82	15	127	24	642
<b>District</b>													
2009-10	515	3	10	502	94	19	179	36	96	19	133	26	641
2010-11	475	8	5	462	92	20	179	39	81	18	110	24	642
2011-12	521	9	6	506	81	16	182	36	86	17	157	31	640
Cumulative Total	1,511	20	21	1,470	267	18	540	37	263	18	400	27	641
<b>State</b>													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total	42,171	686	316	41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





# Fall 2011 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2011-2012

# Disaggregated Mathematics Results

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	174	1	2	171	29	17	68	40	24	14	50	29	641	506	16	36	17	31	640	13,500	22	43	17	18	644
Gender																									
Male	88	1	0	87	18	21	34	39	10	11	25	29	643	258	19	33	16	32	640	6,875	22	42	17	19	644
Female	86	0	2	84	11	13	34	40	14	17	25	30	639	248	13	39	18	30	639	6,625	21	44	18	18	644
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	17	0	0	17	2	12	7	41	3	18	5	29	640	36	8	31	19	42	637	188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						102	12	40	23	25	640
Asian	8	0	0	8										36	14	36	17	33	639	206	30	44	12	15	647
Black or African American	43	0	2	41	0	0	7	17	9	22	25	61	630	117	1	20	20	60	629	399	5	29	20	46	634
Native Hawaiian or Pacific Islander	0	0	0	0										1						19	26	58	11	5	649
White	102	1	0	101	26	26	47	47	11	11	17	17	646	304	23	42	16	19	644	12,433	22	43	17	17	644
Two or more races	4	0	0	4										12	17	58	17	8	645	153	17	46	17	20	643
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	47	1	2	44	0	0	7	16	8	18	29	66	630	143	1	20	20	60	629	400	3	27	21	50	632
Former LEP student - monitoring year 1	3	0	0	3										11	27	64	9	0	650	38	37	58	5	0	653
Former LEP student - monitoring year 2	2	0	0	2										4						13	31	46	23	0	648
All Other Students	122	0	0	122	28	23	58	48	15	12	21	17	645	348	22	42	16	20	644	13,049	22	43	17	17	644
IEP																									
Students with an IEP	39	1	2	36	1	3	10	28	3	8	22	61	632	84	5	18	14	63	629	2,217	4	21	21	54	632
All Other Students	135	0	0	135	28	21	58	43	21	16	28	21	643	422	18	40	18	25	642	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students	97	1	2	94	5	5	28	30	19	20	42	45	635	274	5	27	23	45	634	6,152	11	39	22	27	640
All Other Students	77	0	0	77	24	31	40	52	5	6	8	10	649	232	29	46	10	15	647	7,348	30	46	13	11	647
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	174	1	2	171	29	17	68	40	24	14	50	29	641	506	16	36	17	31	640	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services	91	0	2	89	8	9	30	34	18	20	33	37	637	229	10	29	20	42	635	2,376	5	34	28	33	637
All Other Students	83	1	0	82	21	26	38	46	6	7	17	21	645	277	21	42	15	22	643	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan	4	0	0	4										12	8	50	8	33	638	335	19	47	20	13	644
All Other Students	170	1	2	167	29	17	64	38	24	14	50	30	641	494	16	36	17	31	640	13,165	22	43	17	18	644

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.